DOCUMENT RESUME

ED 349 273 SP 033 948

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TITLE Minnesota's Teacher Mentorship Program. Formative Evaluation Report, September 1989. Submitted to the Minnesota State Legislature in Fulfillment of M.S. 125.231.
INSTITUTION Minnesota State Dept. of Education, St. Paul.
PUB DATE Sep 89
NOTE 41p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teacher Induction; Collegiality; *Demonstration Programs; Elementary Secondary Education; Interpersonal Relationship; *Mentors; Program Evaluation; Role Models; *State Programs; Statewide Planning; Teacher Characteristics
IDENTIFIERS *Minnesota

ABSTRACT

The evaluation of Minnesota's 11 demonstration sites for the Teacher Assistance through Mentorship Program included 3 activities: on-site visits in which an evaluator interviewed 10-15 persons in each project; administration of the Teacher Mentoring Scales to mentees and mentors; completion of the Minnesota Mentorship Survey by mentees, mentors, principals, and board/advisory committee members. All sites interpreted their data, and an evaluator prepared a data report for each of the sites plus a combined report. Teams from the 11 sites, along with the mentorship task force, met in workshops with the evaluator to review the data, identify accomplishments and problems, and plan changes. The greatest impact of the program was on the mentees' understanding of teacher roles and responsibilities. The impact was slightly less on teaching performance and personal development. The specific influence of the mentor was greatest on the mentee's development as a person; impact on the mentee's teaching performance was less than expected. One-to-one mentoring was the key to success, and support for the program by school administrators was positive. Data are presented on mentoring outcomes, mentee-mentor relationships, Teacher Mentoring Scales, components of the mentorship program, training and support for mentors, preferences for one or two years of mentoring, and leadership and support for the mentorship program. Summaries of accomplishments and disappointments for the public school districts involved are included. (SM)

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MINNESOTA'S

TEACHER MENTORSHIP PROGRAM

FORMATIVE EVALUATION REPORT
September 1989

ED340273

Submitted To The:

Minnesota State Legislature
in fulfillment of
M.S. 125.231

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TEACHER MENTORSHIP PROGRAM

FORMATIVE EVALUATION REPORT

EVALUATION DESIGN

The evaluation of Minnesota's 11 demonstration sites for the **Teacher Assistance Through Mentorship Program** included 3 activities in 1989.

- On-site visits during April. The evaluator interviewed 10-15 persons in each project--the program coordinator, mentees, mentors, principals, members of the mentorship board/advisory committee, and the college/university consultant.

- Administration of 2 survey instruments during April. The **Teacher Mentoring Scales** was administered to mentees and mentors. The **Minnesota Mentorship Survey** was completed by 301 mentees, 264 mentors, 108 principals, and 57 mentorship board/advisory committee members. The survey packets were delivered to the program coordinators during the on-site visit and then distributred to the participants. The data was analyzed by the evaluator during May.

- Interpretation of survey data by the 11 demonstration sites. The evaluator prepared a data report for each of the 11 sites in addition to the combined report for all sites. Teams from the 11 sites, as well as the mentorship task force, met in workshops with the evaluator during June to review the data, identify accomplishments and disappointments in the sites, and plan changes for improving the mentorship program in 1989-90.

Since 8 of the 11 demonstration sites were in their first year of operation during 1988-89, the design of the teacher mentoring program was in a formative phase of development. Hence the evaluation was also designed to be **formative**. The data provided feedback to facilitate both understanding of the program's performance and planning for improvements during the next cycle of operation.

Conclusions about teacher mentorship models should not be based on the formative evaluation. The 11 demonstration sites will be ready to demonstrate their effectiveness next year. Hence the 1989-90 evaluation will be **summative**, providing conclusions about the impact of various mentoring approaches.

EVALUATION SUMMARY

❑ OVERALL PROGRAM EFFECTIVENESS

The greatest impact of the mentorship program (including one-to-one mentoring, workshops, and other program activities) was on the mentee's understanding of teacher roles and responsibilities. The impact was slightly less on teaching performance and the mentee's personal development. The ratings indicated a moderate effect, about 4 on a 6-point scale (1=low; 6=high).

	Mentee Rating
• **Effect of mentorship program on the mentee's understanding of teacher roles and responsibilities**	**4.1**
• **Effect on the mentee's teaching performance**	**3.9**
• **Effect on the mentee's personal development**	**3.8**

❑ THE MENTOR'S GUIDANCE AND SUPPORT

The specific influence of the mentor was greatest on the mentee's development as a person. The mentor's influence on teacher roles and responsibilities was slightly lower. The influence of one-to-one mentoring on teaching performance was in the low moderate range.

The mentors provided assistance through supportive behavior more than directive behavior. When mentors engaged in directive behavior, it usually meant they were providing information to the mentee. Other forms of directive behavior--advising, suggesting, asking questions that stimulate reflection, and providing examples and demonstration --occurred less frequently.

The greater influence of the mentor on the mentee's personal development is probably related to using supportive behavior to a greater extent than directive behavior. Less frequent use of directive behavior by the mentors may explain their lower influence on teaching performance. Effective assistance with classroom teaching may depend on a better balance of directive behavior and supportive behavior.

The ratings of the mentee-mentor relationship were generally positive. The mentees were highly satisfied with the mentor's guidance and support. The mentors were also satisfied with the support and guidance they gave the mentee but their ratings were significantly lower compared to the mentees.

❑ EFFECTIVENESS OF PROGRAM COMPONENTS

The following conclusions about program components are supported by the data:

- Accessibility of the mentor and mentee was rated the most influential component for effective mentoring. Accessibility includes being in the same building and being in the same grade level or content area. Having experience with teaching the same/similar content and grade level gives the mentor a larger pool of expertise to share with the mentee.

- There are examples of excellent mentoring across grade levels and content areas. It is a more challenging responsibility that fewer mentors are ready for.

- One-to-one mentoring is the key to a mentorship program. Half of the mentees reported that one-to-one mentoring had a high influence (ratings of 5 and 6). For various reasons, 11% of the mentees rated their one-to-one mentoring as having low influence (ratings of 1 and 2).

- At the beginning of the year, about a third of the mentees and mentors engaged daily in one-to-one mentoring. About half of the pairs participated 1-4 times a week in mentoring. Mentoring occurred less frequently in the spring.

- The influence of workshops and seminars on teacher mentoring was moderate. There were considerable differences in the amount of workshop time and the purpose of the workshops across the 11 sites.

- There were differences in the amount of release time allocated for mentoring and the willingness of mentees and mentors to use it. Teachers are reluctant to use release time when they perceive the cost to be greater than the benefit.

- The mentors were generally well-qualified for teacher mentoring. However, 10% of the mentors rated themselves low at the beginning of the year on their overall well-being as a teacher--self-confidence and feeling of empowerment.

❑ IMPACT OF OTHER FACTORS

- Tangible incentives for mentors were appreciated, but mentoring could be further enhanced by ongoing recognition and affirmation of mentors by school administrators and the program coordinator.
- The mentorship board/advisory committee and the program coordinator received high ratings for providing leadership and managing the project.
- Support for the program by school administrators was positive.
- Those acquainted with the college/university involvement gave it a positive rating, on the average, but the participation was slightly visible to mentees, mentors and principals.

❑ CONCLUSIONS

The mentorship program, in its formative stage of implementation, has produced positive results. The mentee-mentor relationships were mostly positive. Mentors provided support and guidance, although not to the extent the mentees needed it in many cases.

- The mentees benefited primarily from the assistance they received in understanding thier teacher roles, functions and responsibilities.
- The mentors also had a significant influence on the mentee's personal development.
- The impact on the mentee's teaching performance was less than expected.

It is not surprising that problems surfaced in the demonstration sites during the implementation year. Some problems were resolved; for example, the mentors had a significantly clearer understanding of their roles and responsibilities in the spring compared to the beginning of the year. Other adjustments and program improvements will be implemented with the second year of operation.

Site directors can enhance program performance by establishing an ongoing process for listening to and supporting the mentees, mentors and principals. A flexible approach in responding to individual needs will facilitate problem solving. In addition, site directors and principals could improve the recognition and affirmation of the investment that mentees and mentors are making in the mentorship program.

The data for the 1989 formative evaluation are reported in the next section of the report

SURVEY DATA ANALYSIS

❑ MENTORING OUTCOMES

The overall effect of the mentorship program was rated for three outcomes:

	Mentee Rating
• **Effect of mentorship program on the mentee's understanding of teacher roles and responsibilities.**	**4.1**
• **Effect on the mentee's teaching performance.**	**3.9**
• **Effect on the mentee's personal development.**	**3.8**

The rating scale ranged from 1 (low) to 6 (high) with a midpoint of 3.5. Ratings were obtained from mentees, mentors, principals, and members of the mentorship board/advisory committee.

The greatest impact of the mentorship program was on the understanding of teacher roles and responsibilities (see Table 3). All four groups agreed in rating this outcome the highest. In only two projects were there ratings below 4.0

Mentees and mentors in nearly all projects gave the second highest rating to the program's effect on teaching performance. Principals and board members, on the other hand, rated the effect on personal development higher than the effect on teaching performance.

Table 4 contains the mentee ratings for the mentor's influence on six teacher roles. In this set of ratings, the mentor's influence on the mentee's development as a person was rated higher than the influence on classroom teaching and teachers roles and responsibilities. Although results appear to be inconsistent with the data in Table 3, perhaps the difference can be attributed to the difference in focus:

- The data in Table 4 represent the **mentor's influence.**
- The data in Table 3 represent the **overall effect of the mentorship program,** including one-to-one mentoring, workshops, and other program activities.

❑ MENTEE-MENTOR RELATIONSHIP

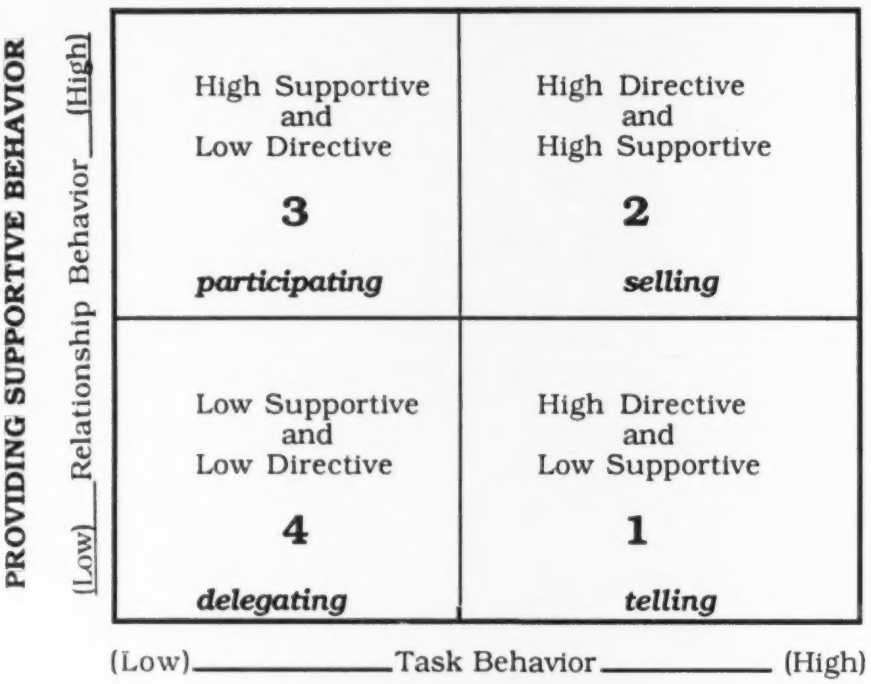
The primary emphasis of the evaluation was on the process of one-to-one mentoring. The ratings had a 6-point range (1=low; 6=high) with a midpoint of 3.5.

The **mentee ratings** of the mentee-mentor relationship were generally positive with average ratings from 4.3 to 5.0 (see Table 5). The **mentor ratings** were lower on all of the items except "mentor cared about mentee."

The mentees were highly satisfied with the mentor's guidance and support. The project means ranged from 4.4 to 5.5. The mentors, however, reported significantly less satisfaction with the support and guidance they gave the mentee. Only in project A did the mentors rate their satisfaction higher than the mentees.

SUPPORTIVE AND DIRECTIVE BEHAVIOR

One-to-one mentoring consists of a combination of supportive and directive behaviors by the mentor. Paul Hersey's **Situational Leadership** model provides a framework for analyzing the mentee-mentor relationship.



Dr. Paul Hersey, The Situational Leader. Warner Books, 1984.

The mentor's behavior is **directive** when she/he engages in spelling out the duties, responsibilities, and strategies for the mentee. The major categories of directive behavior are **telling** and **selling**.

- **Telling** occurs when the mentor provides information and explains roles, responsibilities, and functions (primarily one-way communication). The mentor tells the mentee what, how, when, and where to do various tasks.

- **Selling** involves two-way communication and explanation of why certain things need to be done. The mentor tries to get the mentee psychologically to "buy into" desired behaviors. The behaviors include advising, suggesting, asking questions that stimulate reflection, and providing examples and demonstration.

The mentor's behavior is **supportive** when she/he engages in two-way communication with the mentee. The behaviors include listening, encouraging, facilitating, providing clarification, and giving socio-emotional support. The categories of supportive behavior are **selling** (see above) and **participating**.

- **Participating** occurs when the mentor supports the mentee's efforts to use the ability the mentee has. The mentor and mentee share in decision-making with the main role of the mentor being participating and communicating. The initiative and motivation for change comes primarily from the mentee.

Most one-to-one mentoring experiences fit the combination of supportive and directive behaviors in boxes 1, 2, and 3 (see chart on page 7).

❑ TEACHER MENTORING SCALES

Six scales, each focusing on a teacher role, were used to evaluate the mentee's needs and the extent to which the mentor provided assistance. In addition to the scale items, the mentee rated the mentor's influence on her/his development for each of the six teacher roles. The six scales are:

	Mentor Influence
• **Personal Development**	**4.0**
• **Working in the School and the District**	**3.9**
• **Professional Behavior and Career Development**	**3.7**
• **Classroom Teaching**	**3.3**
• **Working with Parents**	**3.1**
• **Community Relationship**	**2.3**

The results for the six scales are reported in the order of greatest mentor influence to least mentor influence on the development of mentees. The rating scale ranged from 1 (no influence) to 6 (major influence) with a midpoint of 3.5. Each mentor and mentee focused on

the specific activities of their one-to-one mentoring experience in rating the mentor's influence.

The overall program effect reported in Table 3 was generally higher than the ratings for the mentor's influence. Since workshops and other resources were incorporated into most of the projects, the overall effect of the mentorship program was greater than the influence of the mentors.

PERSONAL DEVELOPMENT

The mentor's influence on the mentee's **development as a person** was given the highest rating (or a close second) in all 11 projects (see Table 4). The average rating was 4.0 or higher in 7 projects.

Mentees rated items 56, 57 and 58 as their greatest need for assistance. The assistance received from mentors was also greater for items 56, 57 and 58 than for other items. These items are indicators of supportive behavior by the mentor. The ratings by mentors agreed with the mentee ratings.

The Mentor:
56. Expressed acceptance of me as a friend and colleague.
57. Encouraged me when I was emotionally or physically down.
58. Showed interest in activities and events in my personal life.
61. Enjoyed my personal successes with me.

Personal development generally involves high supportive and low directive behavior by the mentor (box 3 of Situational Leadership Model). The high ratings for the mentor's influence on the mentee's development as a person indicates that the mentors generally engaged in a participating approach to the mentee's personal needs. In the Personal Development scale, 7 of the 9 items are indicators of supportive behavior. The items selected by mentees and mentors as the most helpful activities (56, 57, 58 and 61) are all supportive.

The ratings by both mentors and mentees indicate that the mentees received significantly more assistance than they needed.

WORKING IN THE SCHOOL AND THE DISTRICT

The mentor's influence on the mentee's **role as a staff member in the school and the district** ranked first or second in 9 of the projects (see Table 4). The average rating was 3.5 or higher in 10 projects.

Items 20, 21, 25, 26 and 27 represent both the major needs of the mentees and the most significant assistance received from the mentors. Mentor ratings were similar to mentee ratings.

The Mentor:

20. Provided information about school and district procedures.
21. Introduced me to resources, support services, and networks with other staff members in the district.
24. Affirmed me for how I participated as a staff member in the school and district.
25. Introduced me to others in the school and district and helped me to have a sense of belonging.
26. Suggested how to work effectively with individual teachers, administrators, and support staff.
27. Served as an advocate for my needs and interests.

The items selected by mentees and mentors as the most helpful mentoring activities (20, 21, 24, 25, 26 and 27) include 3 supportive and 3 directive behaviors, examples of telling (box 1) and participating (box 3) in the Situational Leadership model.

The mentee ratings for needing assistance with working in the school and the district were significantly greater than the ratings for receiving assistance. The large difference in projects D, H and J accounts for most of the overall discrepancy.

PROFESSIONAL BEHAVIOR AND CAREER DEVELOPMENT

The mentor's influence on the mentee's **professional behavior and career development** ranked third or higher in 10 of the projects (see Table 4). The mean was 3.5 or higher in 9 projects.

Items 45, 47 and 48 represent both the major needs of the mentees and the major assistance received from the mentors. Mentor ratings agreed with mentee ratings.

The Mentor:

45. Affirmed me for my professional attitude and behavior.
47. Empathized with me as I shared my interests and concerns about the teaching profession.
48. Informed me about resources and activities for strengthening my professional competence.
49. Encouraged me to participate in particular professional improvement activities.

The items selected as the most helpful mentoring activities (45, 47, 48 and 49) include 2 supportive and 2 directive behaviors, indicators of telling, selling and participating by the mentor.

CLASSROOM TEACHING

The mentor's influence on the mentee's **classroom teaching** was moderate, ranking fourth in 9 of the 11 projects (see Table 4). The

average rating was above 3.5 in half of the projects. None of the projects had a scale mean above 4.0. The mean was below 3.0 in 2 projects.

Mentees rated items 13 and 14 as their greatest need for assistance. The assistance received from mentors was also greatest for items 13 and 14, followed by items 15 and 7. The ratings by mentors were similar.

The Mentor:

7. Provided feedback that helped me understand my classroom teaching performance.
13. Affirmed me for my classroom teaching abilities and accomplishments.
14. Served as a sounding board for me to clarify my teaching plans and ideas.
15. Asked questions that helped me reflect on my classroom teaching.

The items selected as the most helpful mentoring activities (13, 14 and 15) include 2 supportive and 1 directive behavior, indicators of selling and participating by the mentor. Even though the Classroom Teaching scale contained 6 items that represent directive behavior, the assistance provided by the mentors was predominantly through supportive behavior (items 13 and 14). The on-site interviews revealed that observation of the mentee's teaching and demonstration teaching by the mentor were occurring less frequently than the site directors expected.

The frequency of mentoring had a stronger relationship with classroom teaching than with the other scales.

Frequency of Mentoring During March and April	Number of Mentees	Mentee Rating of Mentor's Influence on Classroom Teaching (Item 19)
About once a month	106	2.50
About once a week	77	3.38
2-4 times a week	59	3.73
About daily	65	4.34

The mentees rated their level of functioning at the time of the survey (April) on several components of classroom teaching. Their ratings on the six-point scale were generally high, clustering around 5 (see first three items in Table 6). The mentees rated their level of functioning about one point higher in April than at the beginning of the year. There does not appear to be a consistent pattern of relationship between the mentee's level of functioning and the mentor's influence on classroom teaching.

WORKING WITH PARENTS

The mentor's influence on the mentee's **role in reporting to and working with parents** ranked fifth in 9 of the projects (see Table 4). The average rating was 3.5 or higher in 3 projects. The mean was below 3.0 in 5 projects.

Items 33 and 38 represent both the major needs of the mentees and the major assistance received from mentors. The mentors, in addition, rated item 37 highly as a form of assistance they provided for the mentees.

The Mentor:

32. Provided feedback that helped me understand how I reported to and worked with parents.
33. Provided information about reporting to and working with parents.
35. Suggested that I should try particular techniques in working with parents.
37. Affirmed me for how I worked with parents.
38. Served as a sounding board for me to clarify my approach to working with parents.

The items selected as the most helpful mentoring activities (32, 33, 35, 37 and 38) include 2 supportive and 3 directive behaviors, indicators of telling, selling and participating by the mentors.

COMMUNITY RELATIONSHIP

The mentor's influence on the mentee's **understanding of the community and participation in community activities** ranked lowest in all projects (see Table 4).

Mentees rated items 69 and 70 as their greatest need and also the assistance most received from mentors in developing a relationship with the community. The ratings by mentors were similar.

The Mentor:

69. Acquainted me with the community.
70. Suggested ways I could take advantage of what the community has to offer.

The mentee ratings for needing assistance with developing the community relationship were significantly greater than the ratings for receiving assistance. The large difference in projects A, E, G, I, J and K accounts for most of the overall discrepancy.

CONCLUSIONS ABOUT SUPPORTIVE AND DIRECTIVE BEHAVIOR

The following conclusions have evolved from both the survey data and experience. Some are hypotheses, rather than conclusions, that should be tested in the next year of the mentorship program.

- Mentors build a positive mentoring relationship by engaging initially in appropriate telling and participating behavior.
- Selling behavior can be phased into the mentoring process as the one-to-one relationship develops.

- Teachers are more experienced in using telling and participating behavior and less experienced in using selling behavior to assist colleagues with their teacher roles and responsibilities (working in the school and the district; working with parents; community relationship).
- Teachers routinely engage in selling behavior as they teach their students. They are not accustomed to coaching (selling) their colleagues. The transition from teaching students to "coaching" a colleague in developing teaching skills and strategies is complex. Mentors are more reluctant to engage in selling behavior in the area of classroom teaching than with other teacher roles.
- Mentees have already made a major investment in their classroom teaching preparation (years of teaching experience by many mentees plus 4 or more years of college/university education). Most mentees prefer a participating role rather than telling and selling behaviors by the mentor when the mentoring deals with classroom teaching. Mentees want to "prove themselves" rather than seek assistance or open themselves to the mentor's directive behavior.
- Effective mentoring involves extensive use of all 3 behaviors by the mentor: telling, selling and participating.
- Effective use of telling and selling behaviors by mentors in assisting mentees with their classroom teaching requires focused training and ongoing support during the year.
- The development of mentors for effective "coaching" will be enhanced by a combination of telling, selling and participating behaviors during their training and ongoing support.
- The frequency of mentoring will increase as mentors become more proficient in their selling behavior and engage in the appropriate behavior in each mentoring situation.

COMPONENTS OF THE MENTORSHIP PROGRAM

The ratings in Table 7 represent the extent to which the various program components influenced the mentoring of teachers in the project. Some components were not included in the project's program design, providing one of the plausible explanations for a low rating. The ratings within the 11 sites must be interpreted by referring to the site's program design.

ACCESSIBILITY

The accessibility of the mentor and mentee was rated the most influential component for mentoring teachers. In addition to being in the same building, mentees and mentors reported that mentoring was highly influenced by being in the same grade level or content area. Principals and board members rated accessibility in the same grade level or content area as slightly less influential.

Mentees reported that designating a teacher in the building as "my mentor" gives the new teacher permission to ask for help. The new teacher is less concerned about imposing on a colleague when the mentor is accessible.

ONE-TO-ONE MENTORING

One-to-one mentoring is almost always cited as the key to a mentorship program. Half of the mentees (see Table 8) reported that one-to-one mentoring had a high influence (ratings of 5 and 6). For various reasons, 33 of the 301 mentees (11%) rated their one-to-one mentoring as having low influence (ratings of 1 and 2). Twenty-five of these 33 mentees were located in 5 projects.

Compared to the mentees, the mentors attributed considerably greater influence to one-to-one mentoring, with ratings of 5 and 6 by two-thirds of the mentors (see Table 8). Principal and board member ratings were also high (see Table 7).

FREQUENCY OF MENTORING

Mentors and mentees rated the frequency of mentoring both at the beginning of the year and at the time of the survey (April).

	Beginning of Year		March-April	
	Mentee Rating	Mentor Rating	Mentee Rating	Mentor Rating
About daily	30%	34%	21%	24%
2-4 times a week	24%	23%	19%	24%
About one a week	28%	34%	25%	31%
About once a month	18%	9%	35%	21%

Mentors perceived that mentoring occurred more frequently than did mentees. Mentees and mentors agreed that mentoring was more frequent at the beginning of the year than in the spring.

Four categories were formed to represent the frequency of mentoring in the 11 projects. Projects with the most frequent mentoring were rated 4; projects with the least frequency were rated 1 (see Table 9). Since the reduction in the frequency of mentoring was considerably less in projects I and J, their ratings increased by one category. The reduced frequency of mentoring in project F dropped its rating by two categories.

RELEASE TIME

The influence of release time on teacher mentoring varied considerably in the 11 sites. There were differences in the amount of release time allocated for mentoring and the willingness of mentees and mentors to use it. Teachers are reluctant to use release time when they perceive the cost to be greater than the benefit. The cost includes preparation for the

substitute teacher, anxiety about the class's performance during the teacher's absence, and handling problems when returning to the class. The costs are immediate while benefits tend to be long-term.

Some projects are reducing the budget for release time and providing a stipend for evening and week-end mentoring activities.

WORKSHOPS AND SEMINARS

The influence of workshops and seminars on teacher mentoring also varied widely in the 11 sites (see Table 7). There were differences in the amount of workshop time and the purpose of the workshops. Mentees rated the workshop more helpful when they learned practical ideas that could be applied immediately.

TRAINING AND SUPPORT FOR MENTORS

The combined ratings for the 11 sites are not helpful in evaluating the mentor training because the training designs differed extensively in the 11 sites. Several components received an average rating of 5.0 or higher in one or more sites (see Table 9).

- Learning about the needs of beginning teachers was most helpful to the mentors in site F.
- Learning effective instructional practices was most helpful to the mentors in sites A, C and F.
- Learning how to use observation, conferencing, coaching and demonstration teaching to improve the mentee's teaching performance was most helpful in sites A, C and G.
- Learning communication and helping skills for guiding the mentee with teacher roles and responsibilities was most helpful in sites A, C and K.
- Learning how to provide personal support for the mentee was most helpful in sites F and G.

In rating their understanding about the expectations of the mentor role and responsibilities, the percentage of positive ratings (ratings of 4, 5 and 6 on the 6-point scale) increased from 50% at the beginning of the year to 91% in April.

MENTOR QUALIFICATIONS

The mentors rated themselves positively on their teaching skills and understanding of teacher roles (see Table 9, Level of Functioning). However, a few mentors rated themselves low at the beginning of the year (ratings of 1, 2 or 3 on the 6-point scale) on their ability to use teaching skills and strategies effectively (17 mentors) and understanding the roles, functions and responsibilities of teachers (15 mentors).

In rating their overall well-being as a teacher--self-confidence and feeling of empowerment, 27 mentors rated themselves low at the beginning of the year and 7 mentors rated themselves low at the time of the survey (April).

INCENTIVES FOR MENTORS

The incentives differed considerably in the 11 sites. The personal satisfaction in making a significant professional contribution seemed to be a greater benefit to the mentors than the tangible incentives they received and appreciated.

Mentors did suggest that mentoring could be enhanced by ongoing recognition and affirmation by school administrators and the program coordinator. Where there were indicators of ongoing affirmation, the mentors tended to be more positive, self-confident and satisfied with the guidance and support they gave the mentees.

❑ **PREFERENCES FOR ONE OR TWO YEARS OF MENTORING**

Is it generally preferable for new teachers in the district to participate in the mentoring program for one or two years? The percentage of mentees and mentors choosing each option is reported below.

Mentees	Mentors	
31%	22%	One year of formal mentoring for new teachers.
17%	17%	Two years of formal mentoring for new teachers.
48%	60%	One year of formal mentoring with a second year of informal mentoring.

Is it generally preferable for teachers to serve as a mentor for one or two consecutive years? The percentage of mentees and mentors choosing each option is reported below.

Mentees	Mentors	
21%	8%	One year only as mentor.
17%	27%	Two years of formal mentoring with a new mentee the second year.
55%	63%	One year of formal mentoring followed by a second year of informal mentoring with the same mentee.

❑ **LEADERSHIP AND SUPPORT FOR THE MENTORSHIP PROGRAM**

The mentorship board/advisory committee and the program coordinator received high ratings for providing leadership and managing the project. Support for the program by school administrators was also positive.

The college/university involvement in the program was less visible to the mentees, mentors and principals. Those acquainted with the college/university participation gave it a positive rating on the average.

Table 1
Number of Participants in the Mentorship Survey

Eleven Project Sites

	A	B	C	D	E	F	G	H	I	J	K	TOTAL
Mentees in Survey	29	19	32	29	18	21	22	41	26	48	16	301
Mentees in Project	37	19	33	31	22	23	28	65	34	53	20	365
Mentors in Survey	20	18	31	24	15	17	7	72	23	27	10	264
Mentors in Project	20	18	31	25	16	19	7	84	23	31	11	285
Principals in Survey	10	6	17	6	5	3	15	19	7	16	4	108
Mentorship Board in Survey	8	*	5	9	8	*	12	4	5	3	3	57

* All members of the board participated in the survey as mentors or principals.

Table 2
Descriptive Information About Mentees and Mentors in Survey

		Percentage of Mentees	Percentage of Mentors
Mentoring Experience	First year of mentoring	89	94
	Second/third year of mentoring	8	6
	Intern teacher	3	
Gender	Female	78	76
	Male	22	24
Age	20-29	53	5
	30-39	33	28
	40-49	12	50
	50 +	2	17
Total Years of Contractual Teaching Experience	1	47	0
	2	16	0
	3-4	15	4
	5-9	13	13
	10-19	7	43
	20 +	2	40
Level of Teaching	Elementary	60	59
	Middle School/Junior High	18	14
	High School	21	26

Table 3
Project Means for Mentoring Outcomes with Ratings by Mentees, Mentors, Principals, and the Mentorship Board/Advisory Committee Members

Mentorship Program's Effect on the Mentee's:		Eleven Project Sites											
		A	B	C	D	E	F	G	H	I	J	K	TOTAL
Teaching Performance	**Mentees**	3.8	4.3	4.1	3.5	4.4	3.9	4.4	3.1	3.7	4.1	3.8	3.9
	Mentors	5.2	4.6	4.2	4.0	4.6	4.7	4.1	3.6	3.7	4.3	3.9	4.1
	Principals	4.4	5.2	4.3	4.5	5.2	5.0	5.1	3.7	4.0	4.3	4.8	4.4
	Board Members	5.8	*	5.4	4.1	5.0	*	4.8	3.8	4.6	4.0	5.0	4.8
Understanding of Teacher Roles and Responsibilities	**Mentees**	4.1	4.3	4.3	3.8	4.8	4.1	4.6	3.6	4.2	4.0	4.3	4.1
	Mentors	5.2	4.9	4.6	4.5	4.8	4.5	5.0	4.1	4.2	4.7	4.4	4.5
	Principals	5.0	5.3	4.8	4.8	5.4	5.7	5.0	4.1	5.0	4.9	5.0	4.8
	Board Members	5.8	*	5.6	5.0	5.6	*	5.2	4.8	5.2	4.0	5.0	5.3
Personal Development	**Mentees**	3.7	4.2	4.1	3.5	4.1	3.9	4.3	3.3	3.8	3.9	4.2	3.8
	Mentors	4.7	4.0	3.9	3.8	4.1	4.2	4.6	3.4	3.9	3.9	3.8	3.8
	Principals	4.5	5.5	4.7	4.2	5.2	4.7	5.0	3.8	4.6	4.7	3.8	4.6
	Board Members	5.3	*	5.6	4.0	4.6	*	5.1	4.0	5.2	4.3	5.0	4.9

* All board/advisory committee members in this project are either mentors or principals and participated in the survey in one of the other groups.

Table 4
Project Means for Mentee Ratings of the Mentor's Influence on Six Teacher Roles

Mentor's influence on the mentee's:	Eleven Project Sites											
	A	B	C	D	E	F	G	H	I	J	K	TOTAL
Classroom teaching	3.6	3.4	3.9	3.0	3.9	3.1	3.9	2.6	2.8	3.6	3.1	3.3
Role as a staff member in the school and district.	4.0	4.3	4.4	3.5	4.5	3.7	3.4	3.5	4.0	3.7	4.0	3.9
Role in reporting to and working with parents.	3.0	2.7	3.2	2.9	3.8	2.7	3.5	2.6	2.5	3.4	3.8	3.1
Professional behavior and career development.	4.0	3.5	4.2	3.5	4.2	3.7	4.2	2.8	3.4	4.0	3.5	3.7
Development as a person.	4.0	4.3	4.4	3.5	4.6	4.0	4.5	3.5	4.0	3.9	3.9	4.0
Role in the community.	2.0	2.7	3.0	2.3	2.6	1.7	2.4	1.8	2.0	2.3	2.4	2.3

Table 5
Project Means for Mentee Ratings (first line) and Mentor Ratings (second line) of the Mentee-Mentor Relationship

		Eleven Project Sites											
		A	B	C	D	E	F	G	H	I	J	K	TOTAL
Mentor nurtured mentee.	Mentee	4.7	4.6	4.4	3.6	4.9	4.1	4.3	4.0	4.1	4.2	4.1	4.3
	Mentor	4.9	4.1	4.0	3.8	4.2	3.6	3.9	3.6	3.3	3.8	4.3	3.9
Mentor was role model for mentee.	Mentee	4.6	5.0	4.6	4.2	5.1	4.8	4.8	4.3	4.1	4.3	4.5	4.5
	Mentor	5.0	4.5	4.7	4.2	4.8	4.1	4.3	3.8	3.6	4.1	4.9	4.3
Mentor cared about mentee.	Mentee	5.4	5.5	5.3	4.7	5.5	5.2	5.0	4.6	5.0	4.8	4.6	5.0
	Mentor	5.5	5.5	5.3	4.9	5.5	5.4	5.8	5.1	4.7	5.0	5.2	5.2
Mentor's leadership style appropriate for mentee.	Mentee	4.6	5.2	4.7	4.3	5.3	4.7	5.1	4.2	4.4	4.4	4.3	4.6
	Mentor	5.2	4.9	4.8	4.4	4.8	4.4	4.5	4.4	4.1	4.5	4.2	4.6
Satisfied with mentor's guidance	Mentee	4.6	5.5	4.9	4.4	5.3	4.7	5.0	4.6	4.8	4.5	4.6	4.8
	Mentor	4.8	4.6	4.4	3.9	4.4	3.7	4.4	4.1	3.7	3.8	4.2	4.1

Table 6
Project Means for Mentee Ratings of Level of Functioning

Eleven Project Sites

	A	B	C	D	E	F	G	H	I	J	K	TOTAL
Ability to use teaching and strategies.	5.0	5.3	4.8	4.7	4.9	5.2	4.8	5.1	4.7	4.8	4.9	4.9
Knowledge and understanding of content the mentee teaches.	5.5	5.4	5.0	5.1	5.3	5.3	5.2	5.2	5.0	5.0	5.1	5.2
Understanding student needs.	5.1	5.3	5.0	5.1	5.0	5.3	5.1	5.1	4.8	5.0	5.1	5.0
Understanding roles, functions, and responsibilities of teacher.	5.4	5.4	5.1	5.2	5.1	5.3	5.4	5.2	5.0	4.9	5.1	5.2
Ability to solve problems related to teacher roles and responsibilities.	5.1	5.1	4.8	4.9	4.9	5.0	5.1	5.1	4.5	5.0	4.9	4.9
Overall well-being: self-confidence and empowerment.	5.0	5.2	4.7	4.9	4.9	5.3	5.3	5.1	4.7	5.0	4.9	5.0
Motivation to become a better teacher.	5.4	5.2	4.9	5.2	5.4	5.2	5.3	5.5	5.0	5.2	5.1	5.2
Willingness to engage in mentoring.	4.7	5.6	4.5	4.4	5.3	4.8	5.1	4.8	3.7	4.9	4.3	4.7
Feeling of satisfaction in being a teacher.	5.4	5.4	4.9	5.3	4.8	5.7	5.1	5.5	5.0	5.1	5.3	5.2

TABLE 7
FREQUENCY OF MENTORING

Eleven Project Sites

	A	B	C	D	E	F	G	H	I	J	K
Beginning of Year	3	4	4	2	3	3	1	2	2	1	3
March-April	3	4	4	2	3	1	1	2	3	2	3

4 = most frequent mentoring 1 = least frequent mentoring

Table 8
Project Means for Components of the Mentorship Program

		Eleven Project Sites											
Program Components	Ratings by:	A	B	C	D	E	F	G	H	I	J	K	TOTAL
Workshops for mentees	Mentees	4.5	4.1	3.1	3.8	4.7	4.5	3.3	2.7	4.2	3.9	2.9	3.8
Workshops for mentors	Mentors	5.5	4.2	5.1	3.7	3.3	5.8	4.7	3.4	5.4	4.1	4.6	4.3
One-to-one mentoring	Mentees	4.5	5.0	4.5	3.8	4.8	4.5	4.4	4.1	4.2	4.5	4.9	4.4
	Mentors	5.8	5.2	5.0	4.8	4.9	5.4	5.3	4.4	4.0	5.1	4.8	4.8
	Principals	5.0	5.8	5.2	4.8	5.5	5.3	5.2	4.2	5.0	4.9	5.7	5.0
	Board Members	6.0	*	6.0	4.9	5.5	*	5.8	5.3	5.2	5.0	6.0	5.6
Release time	Mentees	3.9	5.2	3.8	4.2	5.1	4.8	3.7	2.8	3.8	4.8	4.1	4.3
	Mentors	5.4	5.1	4.7	4.0	4.4	5.5	4.7	3.1	4.1	4.8	4.8	4.5
	Principals	4.8	5.0	4.4	4.7	5.0	4.7	4.6	3.7	4.4	5.1	5.5	4.6
	Board Members	5.6	*	5.0	4.4	5.4	*	4.9	4.7	4.0	5.3	5.3	5.0
Mentor and mentee in same building	Mentees	5.5	5.7	4.8	4.9	4.9	5.3	4.7	4.7	5.0	4.8	4.9	5.0
	Mentors	5.7	5.4	5.5	5.7	5.3	5.6	5.3	5.2	5.4	5.2	5.3	5.4
	Principals	5.5	5.8	4.9	5.8	4.5	5.3	4.8	4.8	5.1	5.0	5.3	5.1
	Board Members	5.9	*	5.6	5.6	3.6	*	5.0	4.7	4.8	5.3	5.3	5.2
Mentor and mentee in same grade level/ content area	Mentees	4.8	5.8	4.9	5.2	5.2	5.4	4.9	5.5	4.0	4.5	4.4	5.0
	Mentors	5.2	5.7	4.8	5.4	5.0	5.7	4.4	5.1	4.9	4.5	4.8	5.1
	Principals	5.0	6.0	4.1	5.0	4.6	4.7	4.9	4.0	4.0	4.3	3.5	4.5
	Board Members	5.6	*	4.6	5.5	3.4	*	4.9	3.5	5.0	3.0	5.0	4.8

* All board/advisory committee members in this project are either mentors or principals and participated in the survey in one of the other groups.

Table 9
Percentage of Mentees and Mentors with Low, Middle, and High Ratings of One-to-one Mentoring

Eleven Project Sites

	A	B	C	D	E	F	G	H	I	J	K	TOTAL
Mentee Ratings												
Low (1-2)	14	5	3	20	6	14	9	15	11	13	0	11
Middle (3-4)	31	26	47	45	17	23	41	32	37	27	25	33
High (5-6)	52	68	47	34	78	54	41	39	37	56	63	50
Mentor Ratings												
Low (1-2)	0	0	3	0	0	0	0	8	4	7	0	4
Middle (3-4)	5	17	19	47	13	12	0	42	65	15	30	29
High (5-6)	95	83	77	50	87	82	100	50	30	78	60	66

Note: The percentages do not add up to 100 in some sites because one or more mentees/ mentors did not mark the item.

Table 10
Project Means for Mentor Ratings of Training Components and Level of Functioning

	Eleven Project Sites											
Training Components	A	B	C	D	E	F	G	H	I	J	K	TOTAL
Learning about needs of beginning teachers	4.9	4.2	3.9	3.8	4.4	5.4	4.3	3.7	4.4	4.5	4.8	4.2
Reviewing professional literature on mentoring	4.6	3.0	4.0	3.6	3.8	4.5	3.7	3.4	3.9	4.3	4.6	3.8
Learning effective instructional practices	5.0	3.9	5.1	3.8	4.1	5.1	3.8	3.1	4.4	4.4	4.8	4.1
Learning how to use observation, conferencing, coaching and demonstration teaching	5.5	3.8	5.3	3.9	3.8	4.8	5.0	3.2	4.2	4.6	4.6	4.3
Learning communication and helping skills for guiding the mentee	5.3	3.8	5.1	3.8	3.9	4.8	4.9	3.6	4.2	4.5	5.1	4.3
Learning about personality patterns and behaviors that influence mentoring	4.9	3.9	4.7	4.0	3.8	4.9	4.2	3.7	4.4	4.4	4.6	4.2
Learning how to provide personal support for mentee.	4.9	4.1	4.7	3.9	4.2	5.0	5.0	4.0	4.4	4.6	4.6	4.4
Level of Functioning												
Ability to use teaching skills and strategies	5.6	5.1	5.1	4.9	5.1	5.4	5.4	5.2	4.8	5.0	4.8	5.1
Understanding roles, functions, and responsibilities of teachers	5.5	5.5	5.5	5.3	5.3	5.5	5.6	5.5	5.0	5.5	5.2	5.4
Overall well-being: self-confidence and empowerment	5.5	5.1	5.1	5.2	5.2	5.5	5.6	5.2	4.9	5.4	4.6	5.2
Ability to encourage and influence newer teachers to make appropriate commitment	5.5	4.8	4.8	4.6	5.3	5.2	5.1	5.0	4.5	5.1	4.6	4.9
Having clear understanding about mentor role and responsibilities	5.8	5.1	5.0	4.9	4.9	5.2	5.4	4.8	4.7	4.9	4.7	5.0

BLOOMINGTON PUBLIC SCHOOLS

MENTORSHIP EVALUATION
JULY 1989

ACCOMPLISHMENTS

- Very positive mentee-mentor relationships.
- High level of mentor confidence in both their ability and mentoring performance.
- In contrast to all other projects, the mentor ratings were higher than the mentee ratings for being satisfied with the mentor's guidance and support. The affirmation of mentors during the year was probably a factor in this outcome.
- Very high mentee ratings for:
  - knowledge and understanding of the content the mentee teaches.
  - understanding the roles, functions, and responsibilities of teachers.
- Exceedingly high rating by mentors for the influence of:
  - one-to-one mentoring (95% gave it a rating of 5 or 6, compared to 52% of the mentees).
  - having the mentee and mentor in the same building (also rated very high by mentees).
  - release time.
  - workshops and seminars for mentors.
- The training program was especially helpful to the mentors for:
  - learning how to use observation, conferencing, coaching and demonstration teaching.
  - learning communication and helping skills for guiding the mentee.
- Excellent leadership and management of the program by the mentorship board and program coordinator.

DISAPPOINTMENTS

- The mentee perceived that release time had a much lower influence on mentoring, compared to mentors.
- Four of the 29 mentees in the survey gave a low rating (1 or 2) to their one-to-one mentoring experience.
- Moderate support by school administrators.
- Moderate use of directive behavior by mentors.
- "Monthly" mentoring was reported by 3 mentees at the beginning of the year and 9 mentees in the spring.
- Low ratings for the mentor's influence on:
  - the mentee's role in reporting to and working with parents.
  - the mentor's role in the community.

PLANNED CHANGES

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BRAINERD SCHOOL DISTRICT

MENTORSHIP EVALUATION
JULY 1989

ACCOMPLISHMENTS

- Very positive mentee-mentor relationships, including:
  - mentor being a role model.
  - mentor caring about mentee.
  - mentor using appropriate leadership style.
- Both mentees and mentors were highly satisfied with the mentor's guidance and support.
- The mentorship program had a strong effect on the mentees' teaching performance.
- The mentees attributed to the mentors a high influence on their working in the school and the district and their development as a person.
- The following components had a strong influence on mentoring:
  - mentee and mentor in the same grade level/content area as well as same building.
  - release time.
  - one-to-one mentoring experiences.
- High frequency of one-to-one mentoring.
- The mentors were highly qualified, especially in understanding the roles, functions and responsibilities of teachers; they also understood their mentor roles and responsibilities.
- Excellent leadership and management of the program by the site directors.
- Very high mentee ratings with large gains during the year for:
  - knowledge and understanding of the content the mentee teaches.
  - understanding the roles, functions and responsibilities of teachers.

DISAPPOINTMENTS

- Low ratings for the mentor's influence on:
  - the mentee's role in reporting to and working with parents.
  - the mentee's role in the community.
- Relatively low use of directive behavior by mentors.
- The mentor ratings for their overall well-being as a teacher did not increase during the year; by April the mentee ratings surpassed the mentor ratings for self-confidence and sense of empowerment.
- The various training components were moderately helpful to the mentors.
- In April the mentors rated themselves lower in ability to use teaching skills and strategies compared to the mentee self-ratings.

PLANNED CHANGES

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CENTRAL MINNESOTA

MENTORSHIP EVALUATION
JULY 1989

ACCOMPLISHMENTS

- Positive mentee-mentor relationships, including:
  - mentor being a role model.
  - mentor caring about mentee.
  - mentor using appropriate leadership style.
- The mentors had a strong influence, compared to the other projects, on the mentee's:
  - classroom teaching.
  - role as a staff member in the school and the district.
  - professional behavior and career development.
  - development as a person.
  - role in the community.
- High frequency of one-to-one mentoring.
- The mentors were highly qualified in understanding the roles, functions and responsibilities of teachers.
- Moderately high use of directive behavior by mentors,
- The training program was especially helpful to the mentors for:
  - learning effective instructional practices.
  - learning how to use observation, conferencing, coaching and demonstration teaching to improve the mentee's teaching performance.
  - learning communication and helping skills for guiding the mentee with teacher roles and responsibilities.

DISAPPOINTMENTS

- Four mentors rated themselves low (rating of 1, 2 or 3) at the beginning of the year in the ability to use teaching skills and strategies effectively. One of the mentors retained the low rating in April.
- Moderate support by school administrators, based on mentor and mentee ratings.
- The mentors did not show the mentees how to employ particular teaching techniques, one of the intended outcomes.
- The mentors had a moderately low influence on the mentee's role in reporting to and working with parents.

PLANNED CHANGES

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CHASKA PUBLIC SCHOOLS

MENTORSHIP EVALUATION
JULY 1989

ACCOMPLISHMENTS

- The mentoring program was considerably more effective for the first-year mentees. The mentor's influence on first-year mentees was positive, compared to other sites, for:
  - classroom teaching.
  - working in the school and the district.
  - working with parents.
  - professional behavior and career development.
- The mentees made considerable gains from the beginning of the year to April in:
  - the ability to use teaching skills and strategies.
  - the knowledge and understanding of the content the mentee teaches.
  - understanding student needs.
  - understanding the roles, functions and responsibilities of teachers.
  - the ability to solve problems related to teacher roles and responsibilities.
  - their overall well-being as a teacher
  - self-confidence and feeling of empowerment.

DISAPPOINTMENTS

(based on the survey data for all mentees and mentors)

- The mentee-mentor relationship was weak, compared to the other sites. The weakness was most apparent for the high school mentees.
- Mentors were only moderately satisfied with the guidance and support they gave the mentees.
- The program had a moderately low effect on the mentees' teaching performance and personal development.
- The mentors had a low influence ("very low" at the high school) on the mentee's:
  - classroom teaching.
  - role in reporting to and working with parents.
  - role in the community.
- The mentees were less willing to engage in a mentoring process in the spring, compared to the beginning of the year.
- One-to-one mentoring had a moderate influence, from the mentees' point of view. Six of the 29 mentees gave a low rating (1 or 2) to their one-to-one mentoring experience.
- Relatively low use of directive behavior by mentors.
- Compared to other sites, the workshops for mentors had relatively little influence on mentoring, from the mentors' point of view. The training was weak in enabling mentors to learn how to provide personal support for the mentee.
- Three of the 24 mentors rated themselves low (ratings of 1, 2 or 3) at the beginning of the year on:
  - understanding the roles, functions and responsibilities of teachers.
  - overall well-being as a teacher--self-confidence and feeling of empowerment.

PLANNED CHANGES

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FOREST LAKE AREA SCHOOLS

MENTORSHIP EVALUATION
JULY 1989

ACCOMPLISHMENTS

- Very positive mentee-mentor relationships, including:
  - mentor nurturing mentee.
  - mentor being a role model.
  - mentor caring about mentee.
  - mentor using appropriate leadership style.
- Mentees were highly satisfied with the mentor's guidance and support.
- The mentorship program had a strong effect on the mentees' understanding of teacher roles and responsibilities and their teaching performance.
- All of the mentors gave themselves a positive rating (4, 5 or 6) on:
  - the ability to use teaching skills and strategies effectively.
  - understanding the roles, functions and responsibilities of teachers.
- The influence of the classroom mentors was outstanding. Their frequency of mentoroing was daily.
- The following components had a strong influence on mentoring:
  - release time, from the mentees' point of view.
  - one-to-one mentoring (a very high proportion of mentees and mentors rated it 5 or 6).
  - workshops for mentees.
- The mentors had a strong influence, compared to other projects, on the mentee's:
  - classroom teaching.
  - role as a staff member in the school and the district.
  - role in reporting to and working wity parents.
  - professional behavior and career development
  - development as a person.
- Compared to other projects, mentors used directive behavior more often, especially the classroom mentors.

DISAPPOINTMENTS

- The mentors had a moderate influence on the mentee's role in the community.
- The workshops for mentors had little influence on mentoring.

PLANNED CHANGES

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HASTINGS PUBLIC SCHOOLS

MENTORSHIP EVALUATION
JULY 1989

ACCOMPLISHMENTS

- The mentees are very satisfied in being a teacher.
- There was a considerable gain during the year in the mentees' overall well-being as a teacher: self-confidence and feeling of empowerment.
- The following components had a strong influence on mentoring:
  - workshops for mentors and mentees.
  - accessibility--the mentor and mentee being in the same grade level/content area, as well as the same building.
  - one-to-one mentoring, from the mentors' point of view (very high proportion of mentors rated it 5 or 6).
  - release time.
- The training program was especially helpful to the mentors for:
  - learning about the needs of beginning teachers.
  - learning effective instructional practices.
- The mentors were highly qualified in:
  - the ability to use teaching skills and strategies effectively.
  - understanding the roles, functions and responsibilities of teachers.
  - their overall well-being as a teacher: self-confidence and feeling of empowerment.
- Excellent leadership and management of the program by the board and program coordinator.

DISAPPOINTMENTS

- Mentors were moderately satisfied with the guidance and support they gave the mentee.
- The mentors had a weak influence on the mentee's:
  - classroom teaching.
  - role in reporting to and working with parents.
  - role in the community.
- The mentees did not show any gain from the beginning of the year to April in:
  - their motivation to invest time and energy in becoming a better teacher.
  - their willingness to engage in a mentoring process.
- Three of the 21 mentees reported that one-to-one mentoring had little influence (ratings of 1 or 2).
- The frequency of mentoring dropped considerably from the beginning of the year to April.
- Relatively low use of directive behavior by the mentors.
- The mentors had a weak influence on high school mentees.

PLANNED CHANGES

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MANKATO STATE UNIVERSITY

MENTORSHIP EVALUATION
JULY 1989

ACCOMPLISHMENTS

- The mentorship program had a strong effect on the mentee's:
  - understanding of teacher roles and responsibilities.
  - teaching performances.
  - personal development.
- The mentors had a strong influence, compared to other projects, on the mentee's:
  - classroom teaching.
  - professional behavior and career development.
  - development as a person.
- High level of mentor confidence in both their ability and performance.
- The training program was especially helpful to the mentors for learning how to:
  - use observation, conferencing, coaching and demonstration teaching.
  - provide personal support for the mentee.
- Moderately high use of directive behavior by mentors, compared to other projects.
- The University involvement was a significant influence, from the mentors' point of view.
- The mentees made considerable gains during the year in:
  - the ability to use teaching skills and strategies effectively.
  - the knowledge and understanding of the content the mentee teaches.
  - understanding student needs.
  - understanding the roles, functions, and responsibilities of teachers.
  - the ability to solve problems related to teacher roles and responsibilities.
  - their overall well-being as a teacher--self-confidence and feeling of empowerment.

DISAPPOINTMENTS

- Relatively low frequency of one-to-one mentoring, especially during March and April. Five mentees reported that one-to-one mentoring occurred about once a month at the beginning of the year.

PLANNED CHANGES

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NORTHEAST MINNESOTA

MENTORSHIP EVALUATION
JULY 1989

ACCOMPLISHMENTS

- The mentees are very satisfied in being a teacher.
- The mentors were highly qualified in:
  - the ability to use teaching skills and strategies effectively.
  - understanding the roles, functions and responsibilities of teachers.
  - their overall well-being as a teacher: self-confidence and feeling of empowerment.

DISAPPOINTMENTS

- Mentees received less assistance from mentors than they needed.
- The mentorship program had a moderately low effect on the mentee's:
  - teaching performance.
  - personal development.
- The mentors had a low influence on the mentee's:
  - classroom teaching.
  - role in reporting to and working with parents.
  - professional behavior and career development.
  - role in the community.
- Grooming mentors had less influence than the natural mentors on the mentees.
- The mentor workshops had a moderately low influence on mentoring.
- Six of the 41 mentees in the survey gave a low rating (1 or 2) to their one-to-one mentoring experience
- Twenty-four mentees did not participate in the mentorship survey.
- The training program was rated moderately low by the mentors for:
  - learning how to use observation, conferencing, coaching and demonstration teaching.
  - learning communication and helping skills for guiding the mentee.
- Several mentors (see munber in parentheses below) rated themselves low (ratings of 1, 2 or 3) at the beginning of the year in:
  - the ability to use teaching skills and strategies effectively (4 mentors).
  - understanding the roles, functions and responsibilities of teachers (3 mentors).
  - overall well-being as a teacher: self-confidence and feeling of empowerment (t mentors, 3 of whom repeated the low self-rating in April).

PLANNED CHANGES

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MENTORSHIP EVALUATION
JULY 1989

ACCOMPLISHMENTS

DISAPPOINTMENTS

- Nine mentors gave a low rating (1, 2 or 3) in April for having a clear understanding about the expectations of their mentor roles and responsibilities.
- Very low use of directive behavior by the mentors.
- Relatively low ratings for the leadership of the mentorship board and program coordinators.

PLANNED CHANGES

NORTHWEST MINNESOTA

MENTORSHIP EVALUATION
JULY 1989

ACCOMPLISHMENTS

- There was a considerable gain during the year in the mentees':
  - motivation to invest time and energy in becoming a better teacher.
  - willingness to engage in a mentoring process• The mentors influenced the mentee's role as a staff member in the school and the district.
- The workshops and seminars, compared to other sites, had a relatively greater influence on mentoring than did the one-to-one mentoring experience. The influence of the mentor workshop was especially strong.
- The frequency of one-to-one mentoring remained about the same in the spring as it was at the beginning of the year.
- The University involvement was a strong influence.
- Excellent leadership and management of the program by the mentorship board and program coordinator.

DISAPPOINTMENTS

- The mentors gave relatively low self-ratings (compared to their mentees and mentors in other projects) for:
  - nurturing the mentee.
  - being a role model for the mentee.
  - being satisfied with the guidance and support they gave the mentee.
- The mentors had a low influence on the mentee's:
  - classroom teaching.
  - role in reporting to and working with parents.
  - role in the community.
- Mentees were only moderately willing to engage in a mentoring process, even though there was a considerable increase in willingness since the beginning of the year.
- Only 7 of the 23 mentors gave a high rating (5 or 6) to one-to-one mentoring.
- Relatively low use of directive behavior by trhe mentors.
- The accessibility of mentor and mentee, being in the same grade level/content area, had a moderate influence on mentoring, from the mentees' point of view.
- Seven mentors rated themselves low (ratings of 1, 2 or 3) at the beginning of the year on their overall well-being as a teacher: self-confidence and feeling of empowerment. Two mentors repeated the low self-rating in April.

PLANNED CHANGES

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ST. PAUL PUBLIC SCHOOLS

MENTORSHIP EVALUATION
JULY 1989

ACCOMPLISHMENTS

- The mentees made considerable gains during the year in:
  - the ability to use teaching skills and strategies effectively.
  - the knowledge and understanding of the content the mentee teaches.
  - understanding student needs.
  - understanding the roles, functions, and responsibilities of teachers.
  - the ability to solve problems related to teacher roles and responsibilities.
  - their overall well-being as a teacher--self-confidence and feeling of empowerment.
- Release time had a major influence on mentoring, for both mentees and mentors.
- Strong support by school administrators.
- Strong leadership and management of the program by the board and program coordinator.
- The mentors were highly qualified in:
  - understanding the roles, functions and responsibilities of teachers.
  - their overall well-being as a teacher: self-confidence and feeling of empowerment.

DISAPPOINTMENTS

- The mentors were moderately satisfied with the guidance and support they gave the mentee.
- The frequency of mentoring was low at the beginning of the year. Thirteen mentees reported they participated in one-to-one mentoring about once a month.
- The mentees received less assistance from the mentors than they needed for:
  - working in the school and the district.
  - reporting to and working with parents.
  - their role in the community.
- The influence of the mentors was weak for the high school mentees.
- The mentor's influence was considerably lower for the 21 mentees who reported they were participating in one-to-one mentoring about once a month in March-April.

PLANNED CHANGES

SOUTHWEST AND WEST CENTRAL MINNESOTA

MENTORSHIP EVALUATION
JULY 1989

ACCOMPLISHMENTS

- The mentor's influence was relatively strong for the mentee's role in reporting to and working with parents.
- There was a considerable gain during the year in the mentees' overall well-being as a teacher: self-confidence and feeling of empowerment.
- One-to-one mentoring was very influential, especially from the viewpoint of mentees and principals.
- The training for mentors was strong, especially helpful in learning communication and helping skills for guiding the mentee.
- The mentors rated themselves high in being a role model for the mentee.

DISAPPOINTMENTS

- The mentors provided less assistance than the mentees needed for:
  - classroom teaching.
  - their role in the community.
- Workshops for mentees had a weak influence on mentoring.
- Relatively low use of directive behavior by the mentors.
- Relatively low ratings for the leadership of the mentorship board and program coordinators.
- The mentor ratings for their overall well-being as a teacher did not increase during the year. By April the mentee ratings surpassed the mentor ratings for:
  - self-confidence and feeling of empowerment.
  - the ability to use teaching skills and strategies effectively.

PLANNED CHANGES

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